

# **Purleigh Primary School**



## **Personal, Social & Health Education (PSHE) Policy**

**“Achievement for all within a community that cares”**

**Date adopted: Spring 2023**

**Date of review: Spring 2026**

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## **1. Curriculum Statement**

### **Intent**

At Purleigh, we believe that PSHE is part of a life-long learning process which enables the development of positive attitudes towards self and others. It helps to develop a range of knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work, managing life's challenges and making the most of life's opportunities. We aim to prepare for the children at Purleigh to lead confident, healthy and independent lives as informed, active and responsible citizens. As a whole-school approach, we encourage the children to embrace responsibilities and roles, such as reading buddies, and take part in a range of practical roles and activities within the school council.

### **Implementation**

Through a variety of schemes PSHE at Purleigh is designed as a whole-school approach, providing six range of resources (half-termly units) which are designed so the children can study the same learning themes at the same time, with each year group at its own level. The units developed are sequential and developmental throughout each academic year.

Range of resources are, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. It is builds into a progressive and a fully planned scheme of units, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, we are able to deliver engaging and relevant PSHE within a whole-school approach. Range of resources aligns with our school ethos and approach to mindfulness, allowing children to advance their emotional awareness, concentration and focus.

Through the framework of the National Curriculum, PSHE taught at Purleigh, aims to ensure that all children:

- Develop a healthy, safe and independent lifestyle
- Develop happy and positive relationships
- Respect the differences between people and respect others
- Develop a positive attitude towards responsibility
- Understand and apply strategies for managing influence
- Develop increasing self-confidence and a sense of their own, and others', worth
- Acknowledge and understand their own feelings and show empathy towards those of others
- Prepare to have independent lives as informed, active and responsible citizens

### **Impact**

PSHE has an impact on both non-academic and academic outcomes for pupils, developing skills which are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. We encourage our children to approach challenges with a growth mind-set, and discussions around this are prevalent within each classroom. We continue to be committed to supporting the mental health and wellbeing of all our pupils.

## **2. Organisation**

Within the academic year, children will be studying PSHE in blocks which consist of six half-term units of work each containing six lessons covering each academic year. Every unit has two learning intentions, one specific to 'Relationships and Health Education' (PSHE) and the other designed to develop emotional literacy and social skills. Each year group study the same unit at the same time (at their own level), building sequentially through the school year, facilitating our whole-school learning theme. The units set are broken up into the following themes:

- Being Me in My World  
*Understanding our place in the class, school and global community*
- Celebrating Difference  
*Anti-bullying (cyber and homophobic bullying included) and diversity*
- Dreams and Goals  
*Goal-setting, aspirations and working together*
- Healthy Me  
*Drugs and alcohol education, self-esteem, confidence and healthy lifestyle choices*
- Relationships  
*Friendship, family (and other relationships) and conflict, resolution and communication skills*
- Changing Me  
*Age-appropriate sex and relationships education in the context of coping positively with change*

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation. The Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

## **3. EYFS**

Early Years explore PSHE through the 'Personal, Social and Emotional Development' strand of the EYFS curriculum. This integrates emotional literacy, self-regulation of behaviour, social skills and spiritual development in an input programme, which includes songs and images. Sessions are structured to include a short input using a variety of appropriate learning approaches, with a selection of activities which can be accommodated throughout the week to support the learning.

## **4. KS1 and KS2**

Throughout KS1 and KS2, PSHE education will contribute to the children's personal development by giving them the relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. In Upper KS2, the children will be given appropriate additional themes to support their changing worlds and selves. These are:

- Additional Year 5 Relationship Education
- Additional Year 5 Sex Education
- Additional Year 6 Relationship Education to support Range of resources
- Additional Year 6 Sex Education to support Range of resources

## **5. Role of the Subject Leader**

The subject leader's responsibilities are:

- to establish a secure profile of the subject
- to ensure that the resources are sufficient and appropriate
- to replace and acquire new resources
- to model the teaching of PSHE
- to monitor books, planning and the teaching of PSHE
- to ensure that progression of key skills throughout the school are effectively planned for
- to assist colleagues to identify key skills to be taught, within a particular unit, and how to assess this learning
- to assist colleagues in the planning and delivering of lessons